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ABSTRACT

Intended for seniors planning a career in industry as skilled laborers, this specialized course in Industrial Communications offers the student basic communications skills which he will need in his work and in his daily life. Since class activities center around short, factual oral reports, class size will be limited to 20, providing a maximum of attention to each student. The grading system utilized will attempt to free students from past feelings of inadequacy, as will the type of instructor chosen for the course--a male language arts teacher who is interested in and has respect for these young men. The course itself is divided into two areas--one relating specifically to the world of work (e.g., job interviewing, impression-making, form completion, job retention, union practice), the other relating to daily life (e.g., propaganda and various forms of mass media). (Detailed lesson plans comprise the bulk of this course description.) (MF)

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Kent Public Schools

Kent School District, No. 415, King County

Kent, Washington

INDUSTRIAL COMMUNICATIONS

Developed by
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Vocational Education
and
Language Arts
Departments

Curriculum Division

TE 002027

Preface to Industrial Communications

Industrial Communications is a specialized course for seniors planning a career in industry as skilled laborers. Replacing standard English courses on the senior level, it aims to teach the student the basic communications skills he will need in his work and his daily life.

target population

The typical student at whom the course is aimed is a senior boy with a poor record of achievement in regular academic classes. He is enrolled in a two-hour vocational class such as Assembly Mechanics or Machine Operator. His parents are lower middle class, also laborers, and with no college education. The student has no interest in going to college, though he may give lip service to the importance of education. He may well be above average in intelligence, but his practical bent of mind steers him away from theoretical arguments and thus from success in traditional English classes. He is easily bored in school because he finds much of what is taught irrelevant to his way of life. However, if something interests him and seems important to him, he is capable of hard work and considerable independence. He does not like to write, and seldom reads anything except special-interest magazines (Hot Rod, Popular Mechanics) or cheap novels. He has gotten poor grades for so long that he may believe himself to be stupid even though he is not; and he certainly finds grades an objectionable aspect of school.

philosophy

The philosophy of the course was developed with these facts in mind. Whether it is ever possible to alter a student's basic motivations and interests is open to doubt; but it is certain that high school is far too late. Therefore, this class was planned to meet what the student sees as his needs, and what adults in similar jobs see as their needs. Therefore, the two overall goals of the course are to teach the student to communicate effectively with his fellow workers and employers, and to operate as an effective and self-respecting member of society.

methods

The nature of the student also dictates the basic methodology. Few people learn well by the lecture method, and those few are in the pre-college program. The pre-industrial student is not comfortable with abstractions or second-hand knowledge. Therefore, the students in Industrial Communications will be asked to do their own fact-finding and thus develop their own motivations. As much as possible, the students will draw their own conclusions; the instructor's role is primarily that of guide, asking leading questions when it appears the students are missing the point.

reading & composition

There will be very little reading in the class except for the popular magazines and newspapers which the students will read after high school. Similarly, there will be little writing of the kind designed to turn in to the teacher. Instead, emphasis will be on form completion and short factual reports to be delivered orally; for these are the activities the students will be performing out of school.

grading

I view it as very unfortunate that grading is such an important part of any course overview. Nonetheless, it is important, and perhaps especially in this class. These students show highly negative feelings towards grades, resulting from an almost unbroken series of low ones, particularly in English. They feel constrained in their behavior since they know it influences the teacher. In many cases, a really honest expression from them is impossible, since they believe--rightly in all too many cases--that if they really say what they believe they will lower their grades. And a long history of low success has led them to put forth little effort, since their reward is too small to be worth much work. If this course is to succeed, the pattern must be broken. Real learning can take place only with hard work and in an atmosphere of freedom. So the instructor must convince the students that they can express themselves honestly; and they can be motivated to work only if they see that they can get satisfying results.

I propose to tackle the problem in three ways. First, the traditional A-B-C-D-X system will appear only at report card time. In the interim, students will get a plus for a good job, a check for an adequate job, and a minus for a poor one. This may seem a minor change, but I feel it will have a freeing effect on the students. Second, a large proportion of the work will be evaluated by the individual himself or by his classmates. This eliminates the teacher as judge and allows him to serve in his primary role, that of coach. It also lets the student feel a sense of responsibility for his own performance and that of his fellow students, rather than allowing him to see the teacher as an enemy to be thwarted. The third attack on the grading problem is the most important. By giving the student meaningful work, not busy-work, which is within his capabilities and above all in his interest area, the teacher will create better performance which will warrant higher grades. I expect the grade curve to be quite high, perhaps as much as a 2.80; and certainly higher than these students are used to.

course content

The course content divides into two areas, which overlap to a rather large extent. Those sections relating specifically to the world of work are the following: empathy training, application forms, impression-making, job interviewing, giving and receiving oral instruction, form completion, safety, job retention, employee-company relations, and union practice. The sections relating to daily life are propaganda and six sections of mass media: newspapers, magazines, radio, television, drama and news. The objectives of each section are covered in the overview of the section.

special items

A few miscellaneous items need mention here. Class size will be small, with first-year enrollment limited to twenty students. This is naturally smaller than the average English class. But at least at first, these students will need more than the usual amount of teacher time to function well. It may well be that in future years the class can be enlarged to perhaps twenty-five. But since so much of the work involves oral activity, a larger class becomes extremely unwieldy.

Few of these students have learned to take effective notes on speakers and lecturers. Some instruction will be given, but the prospects of success are small. Therefore, a tape recorder will be operated whenever a guest speaker appears so that the discussion the following day can be bolstered by the words of the speaker. Also, as many materials as possible will be dittoed and handed out. An overhead or opaque projector will frequently be used to augment presentations. These facilities will also be available to the students for their oral reports.

nature of the instructor

The instructor of this course must be an individual with some rather special qualifications. I believe he should be a Language Arts teacher rather than a vocational man. This is because attitudes of the rest of the faculty and community are important to the success of any school program; there are always those who view anything less than three years of Shakespeare as "watering down the program"; and an English teacher can defend this program in the context of Language Arts instruction much more convincingly than someone from another department. Furthermore, despite the vocational orientation of the class, it is a Language Arts course, and needs someone with a background in communications of some sort to handle it well.

The teacher must be a man. I do not believe that any woman could relate to the boys in this class in the necessary informal way. The teacher must play the role of shop foreman, supervisor, and employer; and in any industrial situation, this is bound to be a man.

Before going into this class, the instructor must have a genuine interest in boys of this kind, and the ability to talk to them on their own level, and above all, an honest respect for the kind of work they will do. These people must not be viewed as drop-outs from the college program; and the course must be something meaningful and challenging in its own right, not treated as a psychological booster for the mentally unfit. I cannot emphasize this too much, and I am afraid that this is a severely limiting factor in selection of possible teachers. All too many teachers share the status-disease of our age, which is the belief that only a college education can prepare one for a really meaningful life.

No one who believes that can make this course work. Coupled with the foregoing, the instructor must have the freedom of mind to discard many of the sacred cows of English teaching; almost none of them apply here.

Even with the interest and flexibility mentioned above, the instructor should still undergo some action research before teaching the class. He should see adults working in industry, and pre-industrial students working in vocational classes. The adults in industry, of course, are his future students grown up. Here he can see the kinds of work they do and the kinds of communications they engage in. The pre-industrial student needs to be seen in his vocational class because he is a different creature there than in his academic classes. This can be a most encouraging experience; the lazy sleeper or the noisy troublemaker in English may well be an alert hardworking young man in a course which he knows is preparing him to earn a living.

responsibility
& acknowledgements

Anyone reading this guide will doubtless have questions about what is included and what has been omitted. Reasons for inclusion I have stated in the overview to each unit. Reasons for exclusion are a bit harder to explain, especially to someone whose favorite section of the curriculum has been left on the cutting room floor. I can only say, I hope without arrogance, that the omitted areas of the English curriculum are irrelevant to these students. My decisions were based on what I saw in my research, not on personal prejudices.

This is not to say that I have been without valuable advice.

The State Board for Vocational Education's financial contributions are the food without which this course could not have grown to adolescence. The Boeing Company, especially Dick Evans of Training, has been most generous with time and ideas; the intrusions upon their Basic Blueprint Reading classes which I made were most helpful to me. Vocational instructors Dick Weinbrecht and Ed Becker allowed me free access to their classes and gave me many valuable suggestions. And without the support and advice of Vocational Director Tom Straka and Language Arts Director Chuck Blondino this project could not have succeeded.

evaluation

Any new program of this sort needs careful study to see if it is really accomplishing anything. This aspect of the program has not been overlooked. The course outline as it stands has been revised with the comments of Tom Straka and Chuck Blondino taken into account. But the real test is whether the course meets the students' needs. To determine this, two basic approaches are being planned. When the students enter the class, they will be given a pre-test in basic Language Arts skills and another in attitudes towards school in general and Language Arts in particular. The same test will be given to twenty other pre-industrial students not enrolled in the Industrial Communications class. Similar tests will be given at the end of the year. This should give a partial evaluation based on short-term results. But the real test is whether the course helps the students on the job. So a series of follow-up tracers will be used at one-year and three-year intervals on the twenty Industrial Communications students and the twenty members of the control group. If the course is doing what it is set up to do, the Industrial Communications graduates should hold jobs better and advance faster than the others.

Whatever the results of the follow-up evaluations, Industrial Communications has already had effects on the rest of the district Language Arts curriculum. A course in basic communications has been planned for ninth grade and one called Communications Lab is ready for the eleventh grade. Both of these are aimed at the same student population as Industrial Communications, but of course on simpler levels. So the money contributed to the development of Industrial Communications has led to the development of three classes rather than just one.

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UNIT NAME: Introduction

EXPECTED OUTCOME	CONDITIONS
Students will understand the general course outline and expactations.	

PRE-REQUISITES	BEHAVORIAL OBJECTIVES	EVALUATION
None	None	None

MATERIALS NEEDED:

TEACHER	STUDENT
Notes Magazine and newspaper file Dittoed course outline	Pencil and paper

UNIT NAME: Introduction

CRITERIA FOR EVALUATION

None

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Listening Note-taking (optional) Asking questions	Gives course outline (on ditto) Explains goals of course Explains grading procedure Answers questions Elect student council representative

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Empathy Training

Empathy training, whether called by that name or not, is basic to all oral communication. In essence, it is simply learning to say what you mean, to hear what the other person says, and to recognize what he feels.

Expected Outcome: Students will improve their oral communication skills by learning to make objective (behavioral) statements, to paraphrase, to find specific examples in support of generalizations, and to identify attitudes implicit in speech.

Behavioral Objectives: Students will write objective statements of behavior, construct oral paraphrases of objective statements, orally give specific examples to support generalizations, and make oral descriptions of attitudes implicit in speech.

Unit 1 - 2

UNIT NAME: Empathy Training I A

EXPECTED OUTCOME	CONDITIONS
Students will recognize in others the non-verbal communications that accompany speech.	Students will speak and listen to each other and then comment on what they heard and observed, orally in class.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
None	Students will describe orally what they have heard from each student, identifying attitudes as well as facts.	Student perceptions will be accurate statements of apparent attitudes.

MATERIALS NEEDED:

TEACHER	STUDENT
Notes Paper Pen Tape recorder, mike, tape	Paper Pencil

UNIT NAME: Empathy Training I A

CRITERIA FOR EVALUATION

Readiness of response
Clarity of statement
Accuracy of perception, judged by instructor, influenced by class.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
2	Listen to instructor.	Introduces subject, gives example.
	In turn identify themselves, tell where they were born and how long they have lived in Kent, and what their career plans are.	Take notes.
	While others are talking, students will observe and note verbal and non-verbal communication.	Take notes.
	After last student speaks, class will discuss in turn what each person communicated.	Supervises discussion, asks questions, plays back tape as requested.

TEACHER COMMENTS (BRIEF NOTES)

________NO. OF STUDENTS IN CLASS

________NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 1 - 4

UNIT NAME: Empathy Training I B EXPECTED OUTCOME Students will recognize in demonstration problems involved in verbal communication, and values of effective communication.	CONDITIONS Students will help set up and then observe a class demonstration of non-communication.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
E.T. I A	Students will recognize success or failure to elicit information (by making a check-list and using it during demonstration).	Students will give check-list to instructor at end of demonstration and subsequent discussion. Students will comment in class on results of demonstration.

MATERIALS NEEDED:

TEACHER	STUDENT
Notes Tape recorder etc.	Paper Pen

UNIT NAME: Empathy Training I B

CRITERIA FOR EVALUATION

Team: Relevance of questions
Perception of information
Evaluation of candidate

Class: Accuracy in recognizing information gotten (check list)
Perceptiveness of class comments

Candidate: Effectiveness in being reticent.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
2	3 students form "interview team" to hire a candidate. One other student is the candidate. His background is known to all but the interview team. Job criteria are known to all. During "interview" (conducted before the class) class notes how much information is elicited, and any inaccuracies. Then team evaluates (before the class) the candidate. Then class discusses interview and evaluation, emphasizing failures to get accurate picture of candidate.	Chooses, from volunteers, the "team" Chooses, from volunteers, the "candidate" best suited. Leads selection of "background" for candidate Helps as needed in ensuing discussion; plays back tape as needed. NOTE: If possible, an adult will be called in to serve as candidate. Suggested "candidates": Dr. Stewart Matt Muczynski Rich Weinbrecht

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS

______NO. SUCCESSFULLY COMPLETED OBJECTIVE

UNIT: Empathy Training I B

Criteria for hiring "candidate": Candidate must be an experienced welder with demonstrated leadership ability, and of good character.

Background of "candidate": Age--40. Married 15 years, 3 children, ages 13, 10, 8. Personal habits--smokes, drinks but not much. Church member since childhood. No arrests, no major traffic violations. No health problems. In army 1950-52, serving in Korea; learned welding in service. 1952-55, welder in auto-rebuild shop in L.A. 1955-60, Northrup Aircraft; 1960-68 Lockheed. Moving to Northwest to be near wife's ailing parents. Leadership: Chairman for five years of church welfare fund. Shop steward last three years at Lockheed.

BUT he is quite shy and never volunteers information about himself.

Unit 1 - 7

UNIT NAME: Empathy Training II A I

EXPECTED OUTCOME	**CONDITIONS**
Students will be able to improve communication by making statements objectively (divorced from emotional or subjective terms.)	Working in small groups, students will construct objective statements about teachers, and present them to the rest of the group.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
E.T. I	Students will make descriptions of behavior which are of observable behavior, and are free of emotional or subjective terms.	Statements will be written on transparency for overhead projector; teacher will evaluate 1st and 2nd drafts as presented.

MATERIALS NEEDED:

TEACHER	STUDENT
Notes	Paper
Overhead Projector	Pen
Transparencies (6)	Transparencies (6)
Wax pencils (6)	Wax pencils (6)

UNIT NAME: Empathy Training I A

CRITERIA FOR EVALUATION

Statements will be objective; or rewritten objectively.
Statements will reflect intent of the group.
Statements can be verified by examples from class.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
$\frac{1}{4}$	Listen, ask questions	Introduce by lecture.
3/4	Class will divide into groups of 4 or 5 and construct 5 statements about teachers, stated objectively. These will be transferred to transparency for overhead.	Help select groups; circulate and keep them "on track" as they work.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 1 - 9

UNIT NAME: Empathy Training II A 2

EXPECTED OUTCOME	CONDITIONS
Student will be able to understand an objective statement and paraphrase it.	Statements will be shown to students who will orally paraphrase.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
E.T. I E.T. II A I	Confronted with a statement of observable behavior, a student will construct an oral paraphrase.	Teacher will evaluate oral paraphrases.

MATERIALS NEEDED:

TEACHER	STUDENT
Notes Overhead Projector	Previously written transparencies.

UNIT NAME: Empathy Training II A 2

CRITERIA FOR EVALUATION

Paraphrases will be specific, objective, and accurate

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
5-10 min.	Listen, ask questions, answer questions.	Define paraphrase--give examples.
rest of 1	Groups will select a spokesman to show transparency and agree or disagree with paraphrase. Students will, in turn, paraphrase statements. If paraphrase is not right, student will try again.	Guide activity; spot non-objective statements if class does not.
	Groups will then reform to rewrite statements not phrased in behavioral terms.	Circulate and aid in re-phrasing if needed.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS

_____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 1 - 11

UNIT NAME: Empathy Training II A 3

EXPECTED OUTCOME	CONDITIONS
Students will find specific examples to support general (objective) statements.	Transparencies from E.T. II A 1 & 2 will be put on overhead; students will respond orally.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
E.T. I E.T. II A 1 & 2	Confronted with a description of observable behavior, students will find a specific example of behavior to support the statement.	Students will give oral examples of behavior mentioned in statements.

MATERIALS NEEDED:

TEACHER	STUDENT
Overhead projector	Previously written transparencies.

UNIT NAME: Empathy Training II A 3

CRITERIA FOR EVALUATION

Statements of support will be factual.
Statements of support will be examples of behavior described.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
3/4	Class will volunteer 2 or 3 examples to support each statement.	Project transparencies. Keep discussion moving. Keep discussion relevant.
1/4	Listen.	Recap by lecture. Introduce next topic.

TEACHER COMMENTS (BRIEF NOTES)

________NO. OF STUDENTS IN CLASS ________NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 1 - 13

UNIT NAME: Empathy Training III

EXPECTED OUTCOME	CONDITIONS
Students will be able to recognize an attitude behind a statement and describe the attitude.	Students will see on transparencies statements and then express orally the attitude implied.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
E.T. I & II	Confronted with a behavioral (neutral) statement, a student will make an accurate statement about the attitude implicit in the statement.	Student will orally give his perception of the attitude behind a given statement. Author of original statement will agree or disagree.

MATERIALS NEEDED:

TEACHER	STUDENT
25 transparencies and wax pencils Overhead projector	None

UNIT NAME: Empathy Training III

CRITERIA FOR EVALUATION

Perception of attitude will be correct

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Preparation: Each student will write 2 or 3 statements about school in general, or K-M in particular, phrasing them objectively as in S.T.II. Then, with teacher advice, I will be put on transparency for showing. (Student's name visible too).	Preparation: Teacher will help students in their statement making.
1	In turn, students will "check" attitude of statement made. Author of statement will accept or reject attitude description.	Supervise and keep things moving. Run projector.

TEACHER COMMENTS (BRIEF NOTES)

_______NO. OF STUDENTS IN CLASS _______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Application Forms

A correctly filled out application form is usually a prerequisite to any job, and this is a skill which many potentially good workers have great difficulty mastering.

Expected Outcome: Students will know how to fill out an application form correctly, and will know why this is important.

Behavioral Objectives: Students will fill out a sample application form correctly, and evaluate the forms filled out by other students.

Unit 2 - 2

UNIT NAME: Application Forms I EXPECTED OUTCOME Students will be able to fill out a job application form correctly.	CONDITIONS After seeing and discussing some blank forms on the opaque projector, the students will fill out a sample form.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
None	Given blank application form, the students will fill it out correctly, filling all blanks legibly.	Students will decide, on basis of application form, whether or not to hire applicant.

MATERIALS NEEDED: TEACHER	STUDENT
Opaque projector Sample application forms from 5 companies 25 applications for Boeing	Pen Information for job application: Employment history Social Security No. Etc.

UNIT NAME: Application Forms I

CRITERIA FOR EVALUATION

1. All blanks will be filled correctly.
2. All directions will be followed.
3. The finished application will be legible.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1. ½	1. View sample forms, seeing what infromation is needed and noting variations in form and directions. Ask questions.	1. Will show sample forms from several companies on the opaque projector pointing out common features and differences. Answer questions.
2. ½	2. Students will fill out a sample Boeing form.	2. Pass out form - will not help fill out. 3. Collect completed forms.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS

______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 2 - 4

UNIT NAME: Application Forms II EXPECTED OUTCOME Students will recognize the value of a well-filled out form.	CONDITIONS In small groups, students will evaluate forms filled out by other students.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Application From I	Students will select the completed application form most likely to be accepted by the company	None (This is evaluation of Application Forms I)

MATERIALS NEEDED: TEACHER	STUDENT
Opaque projector Previously completed forms	None

UNIT NAME: Application Forms II

CRITERIA FOR EVALUATION
NONE

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	In groups of 5, students will discuss completed forms of other students, ranking them in 1-to-5 order and recommending "hire" or"no-hire" on each. Recommendation will be paper-clipped to form.	Preparation: Blank out names on application forms and code numbers for return.
1	Students will analyze reasons for the results they got on their forms, in conference with teacher.	Distribute forms for rating. When rating is completed, return to owner, with students comment. Discuss results with student. Collect forms again.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS

______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 2 - 6

UNIT NAME: Application Forms III

EXPECTED OUTCOME
Reinforcement of I & II

CONDITIONS
Students will watch class demonstration by guest speaker.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Application Forms I & II	Reinforcement of Application Form I	None

MATERIALS NEEDED:
TEACHER

Previously completed forms.
Student evaluation of above.
Opaque projector
Guest Speaker.

STUDENT

None

UNIT NAME: Application Forms III

CRITERIA FOR EVALUATION

None

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Listening and watching	Guest Speaker: (Preferably Dick Evans of Boeing) will view and comment on forms from previous lesson, giving a "hire" or "no-hire" recommendation and explaining why. Instructor will run projector.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS ________NO. OF SUCCESSFULLY COMPLETED OBJECTIVE

Impression Making

A good first impression is often vital in getting a job. The students must achieve some self-awareness, and an understanding of what creates first impressions.

Expected Outcome: Students will recognize the part played in making a good first impression by appearance, gestures and movement, and voice.

Behavioral Objectives: Students will give oral statements of the impressions created on them by others, giving reasons based on appearance, gestures, and voice.

Unit 3 - 2

UNIT NAME: Impression - Making IA

EXPECTED OUTCOME
Students will understand the effect of appearance in creating a good first impression.

CONDITIONS
Shown a still picture of an individual unknown to them, the students will comment orally on the impression they get.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
None	Shows a picture of an individual, student will be able to tell what features of the picture help to create a good or bad impression.	Students will comment orally on projected pictures (For final evaluation of Impression Making, see job interviewing.)

MATERIALS NEEDED:

TEACHER

Opaque projector
Pictures (about 7 or 8) (Set I)

STUDENT

None

UNIT NAME: Impression - Making IA

CRITERIA FOR EVALUATION

1. relevance of comments
2. specificness of comments
3. details selected for comment

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Students will see pictures and comment orally; they will state a. whether the impression created is good or bad; b. what details (expression, age, clothing, posture, etc.) create the impression; c. what occupation or position in life the individual pictured is likely to hold.	Show pictures, guide comments.

TEACHER COMMENTS (BRIEF NOTES)

____No. OF STUDENTS IN CLASS ____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 3 - 4

UNIT NAME: Impression - Making IB **EXPECTED OUTCOME** Students will understand the effect of appearance in creating a good first impression.	**CONDITIONS** Student will be shown still pictures of individuals and write his comments. Each picture will be shown for about five minutes.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Impression Making IA	Shown a still picture of an individual, students will be able to tell what impression is made on them; give specific details as to why; and make reasonable suggestions of possible occupations.	Written comments on pictures will be evaluated by author following impression making IC.

MATERIALS NEEDED: **TEACHER** Opaque projector Pictures (about 7 or 8) (Set II)	**STUDENT** Paper Pen

UNIT NAME: Impression - Making IB

CRITERIA FOR EVALUATION (done by student)

1. relevance of comments
2. specificness of comments
3. details selected for support
4. appropriateness of guesses on occupations

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
I	Students will see pictures and then write comments.	Show pictures

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS _____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 3 - 6

UNIT NAME: Impression - Making IC

EXPECTED OUTCOME Students will understand the effect of appearance in creating a good first opinion.	**CONDITIONS** Students will see same pictures used in IB and hear results of previous exercise.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Impression - Making I A & B	None (reinforcement of I A & B)	None (reinforcement of I A & B)

MATERIALS NEEDED:

TEACHER	STUDENT
Opaque projector Pictures (Set II) Extract of student comments Student papers (to be returned)	Student papers

UNIT NAME: Impression - Making IC

CRITERIA FOR EVALUATION

None (reinforcement of IA & B)

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
I	Students will see pictures and hear representative student comments, and also instructor comments.	Instructor will hand back student papers. Then will show pictures and read representative student comments, and give actual background.
	Students will then "grade" their comments of impression making IB and return to instructor.	(Collect graded papers and record.)

TEACHER COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS ____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 3 - 8

UNIT NAME: Impression - Making II EXPECTED OUTCOME Student will recognize the importance of gesture and movement in communicating.	CONDITIONS Students will see video-tapes of themselves in shop classes and comment orally.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Impression - Making I	Shown a video-tape of their shop class, students will describe the impression made by the behavior shown and tell why.	Students will comment orally in class.

MATERIALS NEEDED:

TEACHER	STUDENT
Video-tape of shop activity Video-tape projector	None

UNIT NAME: Impression - Making II

CRITERIA FOR EVALUATION

1. relevance of comments
2. specificness of detail used to support comments

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
I	Students will watch tape and comment orally.	Instructor will run projector, and guide comments to insure relevance and specificness.

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS

_____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 3 - 10

UNIT NAME: Impression - Making III

EXPECTED OUTCOME Students will recognize the importance of voice in making a good impression.	CONDITIONS Students will listen to taped voices and attempt to describe the speaker, orally in class.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Impression - Making III	Upon hearing a taped voice, students will be able to state the impression created and give reasons for this impression.	Students will comment orally on taped voices.

MATERIALS NEEDED:

TEACHER	STUDENT
Tape recorder Taped voices	None

UNIT NAME: Impression - Making III

CRITERIA FOR EVALUATION

1. relevance of comments
2. specificness of details selected for comment

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
I	Students will listen to taped voices and comment on each speaker.	Introduce. Run tape recorder. Guide comments.

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS

_____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Job Interviewing

Passing a job interview is an art in itself, quite unrelated to possible effectiveness in the job. To do well in interviews, the student must see himself as the interviewer will see him.

Expected Outcome: The student will know what the interviewer is likely to want, and how to give it to him.

Behavioral Objectives: The student will list criteria which he would look for if he were hiring, and engage in and observe sample job interviews.

Unit 4 - 2

UNIT NAME: Job Interviewing A	
EXPECTED OUTCOME	CONDITIONS
Students will know what a job interviewer wished his applicants to know in an interview.	Students will formulate in small groups, lists of criteria to be applied in job interview.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Application forms Impression Making	Students will list all items an interviewer will want an applicant to know and do in a job interview.	Following J.I.C, each group will evaluate its own work and submit evaluation to instructor. Each group will also evaluate the criteria of the other groups, and submit to instructor.

MATERIALS NEEDED:	
TEACHER	STUDENT
None	Paper Pen

UNIT NAME: Job Interviewing A

CRITERIA FOR EVALUATION

1. No. of relevant criteria chosen
2. ease of determining whether applicant fits criteria
3. absence of irrelevant criteria

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1/4	Listen to instructor.	Introduction: a. review job application information; b. review impression making; c. possible desires of job interviewer.
3/4	Students will form 4 groups of 5 students and formulate lists of criteria, beyond the application form, which an interviewer might use to judge applicants.	Circulate among groups helping where needed.

TEACHER COMMENTS (BRIEF NOTES)

________ NO. OF STUDENTS IN CLASS ________ NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 4 - 4

UNIT NAME: Job Interviewing B EXPECTED OUTCOME See J.I. A	CONDITIONS Class will observe and evaluate, in writing, sample job interviews conducted by other students.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Application Forms Impression Making J.I. A	After observing sample interviews students will state (in writing) how well the criteria were applied and how valid the criteria were.	See J.I. A

MATERIALS NEEDED: TEACHER	STUDENT
20 copies of each set of interview criteria developed in J.I. A for distribution. Previously written Boeing application forms	Paper Pen

UNIT NAME: Job Interviewing B

CRITERIA FOR EVALUATION

See J.I. A

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
2	Each small group (see J.I.A) will choose one student as an interviewer and one as an "applicant". Using previously completed Boeing application form, job interviews will be conducted before the class. Each interviewer will use the criteria developed by his group. Rest of class will check to see how well the interviewer is able to get the information he wants, and what necessary information (if any) he fails to get. Class will also evaluate the criteria used as to completeness and relevance.	1. None 2. A- match interviewer-applicant pairs. B- observe

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS

______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 4 - 6

UNIT NAME: Job Interviewing C-I EXPECTED OUTCOME Students will re-evaluate criteria formed in J.I. A in light of guest speaker's comments.	CONDITIONS Class will listen to guest speaker in class and observe sample interview conducted by him. Then they will re-form small groups and re-evaluate previous criteria.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Application forms Impression making J.I. A & B	After hearing a speaker on job interviews and observing sample interviews, groups will make any modifications they find necessary in their previously-written criteria.	See J.I. A

MATERIALS NEEDED: TEACHER	STUDENT
Guest Speaker Tape recorder, etc.	

UNIT NAME: Job Interviewing CI

CRITERIA FOR EVALUATION

See J.I. A

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
I	Listen, take notes Ask questions at end of talk	Introduce guest speaker Choose "applicant" for sample interviews from volunteers if possible Guest Speaker: Speak on what the job interviewer looks for in an interview. Conduct 2 or 3 interviews (before the class) of applicants. Evaluate interviews for the class. Answer questions.

TEACHER COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS

____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 4 - 8

UNIT NAME: Job Interviewing C 2

EXPECTED OUTCOME See J.I. C-I	CONDITIONS See J.I. C-I

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Application forms Impression Making J.I. A & B	See J.I. C-I	See J. I. A

MATERIALS NEEDED:

TEACHER	**STUDENT**
None	original criteria notes from J.I. C-I

UNIT NAME: Job Interviewing C2

CRITERIA FOR EVALUATION

See J.I. A

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
I	Students will re-form in small groups and do the following: 1. evaluate (in writing) their original criteria; 2. evaluate (in writing) the criteria of the other groups; 3. re-write their original criteria.	Circulate and give aid where needed Play back tape as requested

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS

_____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 4 - 10

UNIT NAME: Job Interviewing C 3

EXPECTED OUTCOME

Students will write a set of interview criteria conforming to expectations of job interviews.

CONDITIONS

In class, students will use the 4 sets of revised criteria to agree on a single list.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Application forms Impression Making J.I. A, B, C I & 2	Shown the four sets of revised criteria, students will construct a single list.	A single list of criteria will be constructed.

MATERIALS NEEDED:

TEACHER

Overhead projector
20 dittoed copies of each set of revised criteria
2 blank transparencies
Wax pencil

STUDENT

None

UNIT NAME: Job Interviewing C3

CRITERIA FOR EVALUATION

1. criteria will reflect suggestions of guest speaker in J.I. C-I
2. criteria will be readily applicable
3. criteria will be relevant

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
I	Read 4 sets of criteria Suggest changes	Give out copies of each set of revised criteria. Lead discussion as necessary Act as recorder as class constructs final list (on overhead)

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS

_____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 4 - 12

UNIT NAME: Job Interviewing D

EXPECTED OUTCOME	CONDITIONS
The students will be able to meet the criteria, beyond the job application, which are used by interviewers.	Students will be interviewed for a job by other students.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Application forms Impression Making Job interviewing A - C	In a simulated job interview, students will meet the established criteria.	Student interviewers will recommend "hire" or "no-hire", with reasons in writing to instructor.

MATERIALS NEEDED:

TEACHER	STUDENT
None	Revised criteria from J.I. C 3 Previously written Boeing applications

UNIT NAME: Job Interviewing D

CRITERIA FOR EVALUATION

By student interviewers: Fulfillment by applicant of listed criteria

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
2	Form into 5 groups of 4 students. One of each group will go to another group as a "candidate." Remaining 3 members of the group will interview him, using the criteria written in J.I. C-3. After first round of interviews, "candidates" return to their groups and become interviewers, and another group of candidates go out. Process continues till all students have been candidates.	Circulate, give help where needed.

TEACHER COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS ____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Newspaper Reading

The newspaper is probably the best over-all source of information about current happenings. The students should learn how to find what is important to them in the newspaper.

Outcome and Objectives: see following.

UNIT NAME: Newspaper Reading EXPECTED OUTCOME Students will be able to read a newspaper and find those articles of greatest significance to a worker in this area.	CONDITIONS Newspapers will be available in the classroom, and some (but probably not enough) classtime will be provided for reading and group consultation.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
None	Given newspapers, student will select those stories of greatest relevance to them, explain these to the class, and give reasons for their importance. Presentation will be oral, about 15 minutes per week.	Once a month, class will write a brief comment on the reports, telling whether each group has selected the stories well and explained their importance well.

MATERIALS NEEDED: TEACHER	STUDENT
None	Daily newspapers.

UNIT NAME: Newspaper Reading

CRITERIA FOR EVALUATION

1. Importance of news stories selected.
2. Clarity of explanation of stories.
3. Clarity of explanation of importance.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
9 per semester	Divide into 4 groups of five. One group is responsible for International Events, one National, one State or Regional, one for Local(City, County) Areas of specialization will change each quarter.	Choose groups, explain assignment.
	Students will read newspapers (some outside of class time), and select each week the two or three items of greatest interest to them, in their area. On Friday each group will have about fifteen minutes to present the seeds of the story to the class, with explanation of importance. If possible, questions will be taken.	Ask questions as needed to bring out importance of items discussed.
	Format of presentation is at the discretion of the group.	Aid in choice of format.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS ______NO. OF SUCCESSFULLY COMPLETED OBJECTIVE

Oral Instruction

Most on-the-job instruction is oral, and these students need the skills involved in careful listening. Later in their career, they will probably be called upon to give instructions of some kind; therefore these skills are needed as well.

Outcome and Objectives: see following

UNIT NAME: Oral Instruction

EXPECTED OUTCOME
Students will be able to give and receive oral instruction, so that the desired activity is performed.

CONDITIONS
In small groups, students will listen to classmates give instructions, and then perform the activity or paraphrase the instructions.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
S.T.	Student will give instructions to another student so he can perform the desired activity.	Student will give instructions. His "peer" and 2 observers will evaluate.
	After listening to the instructions, student will perform the task in which he has been instructed.	Student will listen, then act. His instructor, and two observers will evaluate.
	Alternate: If performance of the task in the classroom is impossible a correct paraphrase of the instructions will be acceptable	

MATERIALS NEEDED:
TEACHER

Notes

STUDENT

Demonstration materials
Paper & pen

UNIT NAME: Oral Instruction

CRITERIA FOR EVALUATION

Instruction will be well organized.

Instructions will be complete.

Instructions will be clear.

Students will perform task correctly, OR students will paraphrase instructions correctly.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Listen, answer questions, ask questions.	Lecture, demonstrate
1	Choose subject to demonstrate.	Help in choice of demonstration subject.
4	Form five groups of four. One student gives instructions (demonstration) of some activity (cleaning a fishing reel, tying a fly, adjusting a spark plug gap, etc.) One other then repeats the process or paraphrases the instructions. Observers comment. Process is repeated 3 times so each student is"instructor" and "pupil".	Circulate, help where needed.
1	Discuss results in class.	Lead discussion

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS _______NO. SUCCESSFULLY COMPLETED OBJECTIVES

Notes for Receiving Oral Instruction

1. Paying attention.
    A. Demonstration
        1. Busdriver game; write "i" game.
        2. "Simple Simon", "Mother, May I?"

    B. Rules
        1. stop talking, or listening to someone else.
        2. empty your hands
        3. look at the person talking to you.
        4. these are aids to the most important: focus your attention.

II. Finding Main Points
    A. words- - "this is important," numbered points, etc.
    B. tone of voice- - pitch goes up, volume goes up
    C. other clues --(know your man) pointing finger, stepping forward, etc.

III. Asking questions
    A. make question a parphrase -- not too general
    B. ask as soon as possible without interrupting
    C. don't dominate -- if you don't get it quickly, go ask him later.
    D. don't assume you can figure it out -- make sure you follow up.

IV. Follow-up -- do the thing you've been told about as soon as possible, in order to set the instructions firmly in your mind.

V. As a check on yourself, try to give the same instructions to someone else (in your imagination). What would you have trouble telling someone else?

NOW ---call on student --- tell me what I've said.

Form Completion

Most of the writing these students will be called upon to do in their work will be of this type. The most simply constructed form can be confusing if the format is unfamiliar; and at worst, forms can be utterly baffling -- witness Form 1040.

Outcome and Objectives: see following

Unit 7 - 2

UNIT NAME: Form Completion

EXPECTED OUTCOME	CONDITIONS
Students will be able to correctly fill out tool, equipment, repair, and purchase requistions.	After class demonstration and discussion on opaque projector, students will be given sample forms to fill out. Necessary information will be available.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Job Application	Given blank requisition form, students will correctly fill it out.	Other students will check form and either accept or reject.

MATERIALS NEEDED:

TEACHER	STUDENT
Opaque projector Sample Forms Information needed to fill out forms. (parts, number lists, etc.)	Pen

UNIT NAME: Form Completion

CRITERIA FOR EVALUATION

Form will be legible.
All blanks will be filled correctly.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
$\frac{1}{2}$	1. See and discuss forms shown on opaque projector. Note where necessary information can be found.	1. Show sample forms. Head discussion of what information is needed and where to get it.
$\frac{1}{2}$	2. Fill out sample form.	2. Help where needed.
$\frac{1}{4}$	3. Students will exchange forms and evaluate them, making them accepted or rejected.	3. Help where needed.
$\frac{1}{4}$	4. Students will re-do forms if necessary.	4. Point out, if needed, why forms were rejected. Help if needed.
$\frac{1}{2}$	5. Observe sample students-completed forms, and note errors and corrections.	5. Show sample student-completed forms, helping class see reasons for rejection.
$\frac{1}{2}$	6. Repeat 2 & 3 above.	6. Help where needed.

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS _____NO. SUCCESSFULLY COMPLETED OBJECTIVES.

Safety

Industrial safety is a perennial problem in industry, both to the company which loses money and the worker who loses time, money, and health.

Expected Outcome: Students will know the major causes of industrial accidents, know the safety rules for their vocational shop and the reasons for the rules, know which of these rules are broken and why, recognize unsafe practices in a vocational shop, and know what steps might prevent accidents.

Behavioral Objectives: Students will list the safety rules for their vocational shop and the reasons for the rules, will state which rules are frequently broken and why, will identify unsafe behavior in video-tapes of their shop classes, and describe the steps which should be taken to eliminate possible dangers.

Unit 8 - 2

UNIT NAME: Safety 1

EXPECTED OUTCOME	CONDITIONS
Students will understand the major causes of accidents and methods of precaution.	Students will listen to guest speaker in class.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
None	Students will work with interest and understanding on rest of unit.	None

MATERIALS NEEDED:

TEACHER	STUDENT
Guest speaker Projector (s) as requested by speaker Tape recorder	Paper Pen

UNIT NAME: Safety 1

CRITERIA FOR EVALUATION

None

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Listen, take notes, ask questions.	Introduce speaker Take notes on speaker. Guest speaker: will present program on industrial safety, emphasizing role of worker in accident prevention.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 8 - 4

Unit Name: Safety 11

EXPECTED OUTCOME	CONDITIONS
Students will understand the reasons for and importance of safety rules in vocational classes.	In class, students will list and discuss shop rules from memory.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Safety 1	From memory, students will list safety rules in their vocational shop class. In discussion, they will find reasons for these rules.	Rules and reasons will be submitted to instructor in writing. Vocational instructors will evaluate rules and reasons.

MATERIALS NEEDED:

TEACHER	**STUDENT**
1. None 2. Opaque projector List of rules	Paper and pen

UNIT NAME: Safety 11

CRITERIA FOR EVALUATION

Completeness of list.
Validity of reasons.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	1. Students will divide into three groups by vocational shop class. Each group will list all safety rules for their vocational class, and list reasons for these rules. A neat final copy from each group will be submitted to the instructor.	1. Help each group as needed. (Very little should be necessary here.) Lists of rules will be returned to students with any comments made by Vocational Instructors.
½	2. Listen, look and comment.	2. Present to full class the three lists of rules, noting similarities or any differences.

TEACHER COMMENTS (BRIEF NOTES)

_______NO. OF STUDENTS IN CLASS _______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 8 - 6

UNIT NAME: Safety 111 EXPECTED OUTCOME Students will recognize unsafe practices in Vocational classes by themselves and classmates.	CONDITIONS Students will watch and comment on video-tapes of vocational shop classes.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Safety 1 & 11	Shown video-tapes of Vocational shop classes, students will point out unsafe behavior and describe the kinds of accidents which could result.	Students will comment orally in class.

MATERIALS NEEDED:	
TEACHER	STUDENT
Video tape machine List of Safety rules	None

UNIT NAME: Safety 111

CRITERIA FOR EVALUATION

Readiness to comment.
Perception of safety rule violations.
Validity of possible accident descriptions.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
2	Students will watch video-tapes of shop activity and make comments on them.	Preparation: Make video-tapes of Vocational classes and select sections showing unsafe behavior. Run tapes in class, helping as needed to find unsafe behavior; describe possible resultant accident.

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS _____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 8 - 8

UNIT NAME: Safety lV

EXPECTED OUTCOME

Students will know which shop rules are frequently broken and why.

CONDITIONS

In class students will be given a questionnaire and a list of the safety rules for their vocational class. They will fill out the questionnaire and later discuss the results.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Safety l, ll, lll	Given a list of shop rules, students will tell in writing which rules are frequently broken. Orally in class, they will state why each rule is or is not broken.	Students will fill out questionnaire in class and later comment orally.

MATERIALS NEEDED:
TEACHER

Questionnaires (to be handed out)
Opaque projector

STUDENT

Pen

UNIT NAME: Safety 1V

CRITERIA FOR EVALUATION

Questionnaire: will be filled out completely and with evidence of care.
Class comments: reasons will be reasonable and relevant.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	Fill out questionnaire, listing, shop rules and stating how often they are broken.	Compile results of questionnaires for each of 3 Vocational classes. Vocational shop teachers will add their comments to compiled list.
½	See compiled results of questionnaire and discuss reasons for rules being broken. Why some rules are seldom broken will also be discussed.	Show master questionnaire for each group on opaque projector and lead discussion of reasons for violation and non-violation.

TEACHER COMMENTS (BRIEF NOTES)

_____ NO. OF STUDENTS IN CLASS _____ NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 8 - 10

UNIT NAME: Safety V

EXPECTED OUTCOME

Students will know what steps to take to prevent accidents.

CONDITIONS

In class, students will listen to a description of a potentially dangerous industrial situation and state what preventive action they would take.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Safety 1 - 1V	Given a description of a potentially dangerous situation, students will write what steps they would take to guard against an accident.	After listening to a description of a potentially dangerous situation, students will state in writing what the danger is and how they would guard against it.

MATERIALS NEEDED:
TEACHER

2 lists of about 10 situations, illustrating several kinds of danger.

STUDENT

Paper and pen.

UNIT NAME: Safety V

CRITERIA FOR EVALUATION

1. Perception of danger.
2. Value of action taken to prevent danger.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Listen, comment	Instructor will describe 10 potentially dangerous situations, then guide comments as needed.
1	Listen, write	Instructor will describe 10 potentially dangerous situations, repeating as desired by students.

TEACHER COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS _____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 8 - 12

UNIT NAME: Safety Vl EXPECTED OUTCOME Students will gain insight into ways of handling dangerous behavior in industrial situations.	CONDITIONS Students will observe and participate in role-playing situations involving industrial accidents. All necessary background information on accidents and people involved will be provided.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Safety 1 - V	Students will give reasons for accidents and make practical suggestions for improving the situations which caused them in a role-playing situation.	Students will evaluate role-players.

MATERIALS NEEDED: TEACHER	STUDENT
Sample accident forms. Opaque projector	None

UNIT NAME: Safety Vl

CRITERIA FOR EVALUATION

1. How realistic were the reactions of the people?
2. Was all the necessary information discussed?
3. Were the solutions suggested workable and likely to succeed?

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	Preparation: Each student will fill out an accident form, based on a real or imaginary industrial accident.	Preparation: Help students fill out forms.
2½	Then, based on selected accident reports, student will role-play situations arising from accidents: Supervisor - accident victim, victim - accident causer, supervisor - foreman, etc. (All needed background information will be filled in in advance.) Following interview, class will discuss the results.	Observe: Help in discussion as needed.

TEACHERS COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Reading Log

The reading log is primarily for my own information, so that I can see just how much and what the students read. Furthermore, it gives the students a chance to read what they want to read and still get credit for it in a class.

Outcome and Objectives: see following

Unit 9 - 2

UNIT NAME: Reading Log EXPECTED OUTCOME Evidence will be available to prove that students do read.	CONDITIONS Students will fill in reading log as they read, in odd moments before and after class. Logs will be kept in file cabinet in class. Some magazines will be kept in class.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
None	Students will fill in reading logs after reading books or magazines.	Logs to be filled in.

MATERIALS NEEDED: TEACHER	STUDENT
None	Reading Logs Instruction sheet (kept in file cabinet)

UNIT NAME: Reading Log

CRITERIA FOR EVALUATION

At least one entry per week will be made.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
None in class	After reading, students will fill in reading logs, preferably in ink.	None

TEACHER COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Propaganda

Propaganda of all types is so wide-spread in our society that some familiarity with its forms and techniques is necessary to prevent exploitation; this is especially true of these unsophisticated people.

Expected Outcome: Students will know the areas of activity in which propaganda functions, the kinds of propaganda appeal, the effectiveness of the non-verbal appeal, and methods for separating fact from propaganda.

Behavioral Objectives: Students will find examples of propaganda illustrating various areas of activity and kinds of appeal, will describe appropriate illustrations for given propaganda appeals, and construct a piece of propaganda for a given purpose.

Unit 10 - 2

UNIT NAME: Propaganda 1A

EXPECTED OUTCOME	CONDITIONS
The students will understand the nature of propaganda and know the areas in which it is used.	Students will listen and discuss in class, then find examples outside class. class, Some class time will be provided for use of newspapers and magazines.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
None	Students will find examples of propaganda and note the kinds of activity where propaganda operates.	Examples of propaganda will be gathered and qualified by students. Students will rate his own selection.

MATERIALS NEEDED:

TEACHER	STUDENT
Notes Some examples of propaganda Opaque projector	Examples of propaganda

UNIT NAME: Propaganda 1A

CRITERIA FOR EVALUATION
1. Material gathered will be genuine propaganda.
2. There will be some variety in the material.
3. It will be well-separated into distinct and valid groups, by kinds of activity.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	Introduction, listen comment	Introduction: Lecture-discussion 1. Define propaganda 2. What kinds of activity use propaganda?
None	Students will find 5 or more examples of propaganda. (no more than 2 will be ads.) In class, these will be shown and discussed.	
½	In discussion, the kind of activity will be analyzed. Any areas not represented may be added.	Help in discussion as needed.
None	The students will each find 2 or 3 examples of propaganda in each activity.	
2	Discuss these in class	Head discussion, guiding classification by kind of appeal. (see Unit 10 - 4)

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS ______NO. OF SUCCESSFULLY COMPLETED OBJECTIVE

Propaganda

Propaganda is information or communication designed to change attitudes or behavior. It is language used in a special way -- not to convey information, but to get people to do something which the propagandist wants him to do.

It is important to be able to identify propaganda because if we do not, we will be much easier to manipulate. This is bad for the country in general, since a manipulated population is not one which can control itself and run a democratic society. It is bad for the individual because what the propagandists want may not be best for him. Too much susceptibility to advertising, for instance, can fill his house with useless stuff and put him in bankruptcy court, perhaps destroy his marriage -- but the companies are happy since they have his money. And failure to recognize propaganda can simply confuse someone who is trying to understand a public issue, if he can't recognize the viewpoints of the speakers and the methods they use to put their points across.

Some areas where propaganda is used:

- Advertising
- Politics
- International affairs
- Public affairs (obey the law, "only you can prevent forest fires," law enforcement, etc.)
- School
- Industry

Types of propaganda:

- glittering generalities (including repeated slogans)
- name-calling (emotional attack --build stereotypes)
- transfer (using a symbol to attach pleasant qualities to another object)
- card-stacking
- identification (using trait of wanting to join a group)
  - testimonials -- link with famous person
  - plain folks -- especially with politics
  - bandwagon -- identify with a winner
  - snob appeal -- join an exclusive group

Points to bring out in a propaganda discussion.

Not all kinds of appeal are appropriate to all areas of activity. Namecalling, and plain-folks are especially appropriate to politics. Snob appeal is especially effective in some kinds of advertising. Many public-policy campaigns, as well as politics and advertising, depend upon the repeated -slogan variety of glittering generalities.

Words are not used for their meanings, but for the emotions they carry with them. Logically, the slogan "Brand new! - Just like Grandma used to make!" is nonsense; but it embodies two very favorable emotional appeals.

Especially in card-stacking, the appearance of truth is important. But facts are always secondary to the emotional appeal. Example: Cadillac does have a good claim to be called America's finest car. But the slogan "Standard of the American road" is a good snob-appeal whether or not it is true. Rolls-Royce has built a snob-appeal reputation despite the fact that it has never been the finest car Britain builds. Example: A.J.Foyt and other racing drivers endorse S.T.P.; this makes more sense than actor Keenan Wynn advertising Wynn's Car Care products. But the garage man on the corner, or Foyt's pit crew chief, would be even more qualified to endorse S.T.P. But they don't have the big name.

Unit 10 - 6

UNIT NAME: Propaganda 1B

EXPECTED OUTCOME	CONDITIONS
Students will separate fact from emotion in well-known advertisements.	Student-contributed ads will be put on opaque projector or otherwise presented. Students will comment.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda 1A	Given an advertisement, students will re-phrase it keeping only a statement of fact. (Claimed but unsubstantiated facts may be included but identified as unsupported.)	Students will orally rephrase the text of an advertisement, keeping it factual.

MATERIALS NEEDED:

TEACHER	STUDENT
Opaque projector	2 advertisements

UNIT NAMES : Propaganda 1B

CRITERIA FOR EVALUATION

1. Re-phrasing will be factual.
2. All facts in original ad will be included.
3. Claimed but unsupported facts will be identified as such.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
2	Each student will present his choice of Advertisement on opaque projector, and orally re-phrase it, retaining only the facts. class will comment.	Introduce and explain purpose. Run projector. Aid discussion as needed.

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS _______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 10 - 8

UNIT NAME: Propaganda 1 C 1 **EXPECTED OUTCOME** Students will recognize the effectiveness of non-verbal appeals in propaganda.	**CONDITIONS** Pictures will be shown on opaque projector with list visible on blackboard. Groups will construct written lists.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda 1A & 1B	Given a group of ad illustrations and a separate list of products, students will match the picture with the product.	Students will give written list of matched products and pictures, writting reasons for choice given.

MATERIAL NEEDED: **TEACHER** Pictures from ads with product name removed. Opaque projector	**STUDENT** None

UNIT NAME: Propaganda 1C1

CRITERIA FOR EVALUATION

1. Pictures and products will be matched correctly.
2. Reasons will be based on emotional - propaganda appeal.
3. Prior recognition of ad will not count.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Divide into 5 groups of 4. Match pictures with list of names, giving reasons.	Project pictures from ads. Give product names in separate list. (on blackboard)
1	Each group will in turn present its list, giving reasons for choice.	After students match, discuss in class.

TEACHER COMMENTS (BRIEF NOTES)

_____ NO. OF STUDENTS IN CLASS _____ NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 10 - 10

UNIT NAME: Propaganda 1C2

EXPECTED OUTCOME

See Propaganda 1C1

CONDITIONS

A list of products will be given. Students will devise illustrations for the ads. Illustration will be sketched if possible, but an oral description will be satisfactory.

PRE-REQUISITES	BEHAVIORAL OBJECTIVE	EVALUATION
Propaganda: 1A 1B 1C1	Given a product name or type, students will predict what sort of illustration would be suitable to an advertisement and why.	Class will select best of 5 illustrations for each product.

MATERIALS NEEDED:

TEACHER	STUDENT
List of products Opaque projector	Paper Pen

UNIT NAMES: Propaganda 1C2

CRITERIA FOR EVALUATION

1. Appropriateness of propaganda appeal to product.
2. Vividness and originality of suggested illustration.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Divide into 5 groups of 4. Decide on one or more illustrations appropriate to an ad for each of a list of products. (If possible, illustrations can be sketched for opaque projection.)	Give out list of products. Help as needed (minimal) in groups.
1	Each group will explain its illustration for each product in turn. Class will select best appeal for each product.	Lead discussion. Run opaque projector for any sketches.

TEACHER COMMENTS (BRIEF NOTES)

_______NO. OF STUDENTS IN CLASS _______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 10 - 12

UNIT NAME: Propaganda 11 EXPECTED OUTCOME Students will know the different kinds of appeal used in propaganda, and the area of activity in which the appeal is likely to be used.	CONDITIONS Students will construct propaganda examples in class.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda 1	Given an area of activity and a persuasive purpose, students will construct a piece of propaganda using an appropriate appeal.	Students will state whether the appeal is effective, in writing.

MATERIALS NEEDED: TEACHER	STUDENT
Notes Opaque projector	Paper Pen

UNIT NAME: Propaganda 11

CRITERIA FOR EVALUATION

1. Relevance of kind of appeal to area of activity.
2. Effectiveness of appeal.
3. Originality (may not be copied or paraphrased from existing sample).

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
2	Form 5 groups of 4. Each group chooses three areas of activity and a persuasive purpose for each, and constructs a piece of propaganda for each, choosing appropriate appeals. Propaganda may be written, oral, visual, or any combination.	Help choose areas and appeals. Help as needed in propaganda construction.
2	Student-constructed samples will be shown on opaque projector, or spoken, (recorded as desired). Students will discuss and evaluate.	Show or otherwise display student samples.

TEACHER COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS ________NO. SUCCESSFULLY COMPLETED OBJECTIVE

Mass Media

The mass media constitute the primary source of news and information to all Americans, and for these students are also the major contact with entertainment and the arts.

Expected Outcome: Students will know the content and audience of each kind of medium, know the differences between the media in news coverage, know how to find the kind of news coverage they want, recognize the common stereotypes in commercial drama, know how to write a classified ad, and know how to write a letter to the editor.

Behavioral Objectives: Students will describe the content and audience of each medium, after establishing facts by research; follow research into news coverage with an oral report on the differences between the media; given a type of story, describe what media would give them the coverage they would want; list the characteristics of typical stereotypes in drama; write a classified ad; and write a letter to the editor of their chosen magazine.

Unit 11 - 2

UNIT NAME: Mass Media - Introduction

EXPECTED OUTCOME	**CONDITIONS**
A profile of class use of mass media will be developed.	In class, students will fill out questionnaire.

PRE-REQUISITES	**BEHAVIORAL OBJECTIVES**	**EVALUATION**
None	Students will fill out questionnaire.	Questionnaire will be filled out.

MATERIALS NEEDED:

TEACHER	**STUDENT**
Questionnaire (to be handed out)	Pen

UNIT MANE: Mass Media - Introduction

CRITERIA FOR EVALUATION

All items on the questionnaire will be filled out.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Students will fill out questionnaire in class.	Administer

TEACHER COMMENTS (BRIEF NOTES)

________NO. OF STUDENTS IN CLASS

________NO. SUCCESSFULLY COMPLETED OBJECTIVE

UNIT NAME: Mass Media - Newspaper A	
EXPECTED OUTCOME Students will know the content and audience of a newspaper.	CONDITIONS Newspapers will be available in class for analysis. Class time will be given. Necessary definitions will be provided.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda	Students will state percentage of space given in 3 newspapers to various kinds of materials and percentage on front page.	Written statement of percentages will be given.

MATERIALS NEEDED: TEACHER	STUDENT
Notes	Newspapers Paper Pen Ruler

UNIT NAME: Mass Media - Newspaper A

CRITERIA FOR EVALUATION

All kinds of materials will be analyzed by percentage.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	Take notes, ask questions.	Introduce subject, give kinds of material (news editorials, ads, entertainment, self-help), and define. Define column-inches.
2½	Form 4 groups of 5. Each group takes 2 issues of each of 3 papers in class and figures percentages of coverage. Submit results to teacher.	Circulate; help where needed.
1	Discuss results.	Presents combined totals to class. Lead discussion.

TEACHER COMMENTS (BRIEF NOTES)

________NO. OF STUDENTS IN CLASS

________NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 6

UNIT NAME: Mass Media - Newspaper B

EXPECTED OUTCOME	CONDITIONS
See M.M. - N. A	See M.M. - N. A

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda M.M. - N.A.	Students will describe orally the audience of a newspaper by age, occupation, etc.	Students will report to class orally. Each member of group evaluates others.

MATERIALS NEEDED:

TEACHER	STUDENT
Notes	Newspapers Paper Pen Percentages from M.M. - N.A

UNIT NAME: Mass Media - Newspaper B

CRITERIA FOR EVALUATION

Description will be accurate

Description will be based on data from paper

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	Listen, ask questions, take notes.	Lead discussion of audience determination by percent of contents, ad content, subject matter, style of writing.
2½	Form 4 groups of 5. Each group will construct an audience for the newspapers, one using the percentages from M.M. - N.A, one using ad content, one using subject matter, and one using writing style.	Circulate, help where needed.
1	Present conclusions in turn; class comments.	Help discussion as needed.

TEACHER COMMENTS (BRIEF NOTES)

_______NO. OF STUDENTS IN CLASS

_______NO. SUCCESSFULLY COMPLETED OBJECTIVE

UNIT NAME: Mass Media - Newspaper C

EXPECTED OUTCOME	CONDITIONS
Students will know techniques needed in writing classified ads.	Newspapers will be present in class for reference.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
M.M. - N. A & B	Students will select classified ads for good and bad features.	Both good and bad ads will be chosen, and reasons for choice given orally.
	Students will write a classified ad.	Ad will be submitted in writing as it would be to a newspaper.

MATERIALS NEEDED:

TEACHER	STUDENT
Opaque projector	Newspaper Paper Pen

UNIT NAME: Mass Media - Newspaper C

CRITERIA FOR EVALUATION

I. Both good and bad ads will be chosen.
Reasons for choices will be relevant.

2. Ad will contain all necessary information.
Ad will be as brief as possible.
Ad will be quickly comprehensible.
Ad will be legible.
Ad will contain no spelling errors.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Students will find examples of good and bad ads in classified sections, individually.	Help as needed.
2	Student will explain what is good or bad about the selected ad. Class will comment.	Show selected good and bad ads on opaque projector. Help in discussion.
1	Each student will choose a subject and write a classified ad.	Help as needed.

TEACHER COMMENTS (BRIEF NOTES)

_______NO. OF STUDENTS IN CLASS _______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 10

UNIT NAME: Mass Media - Magazines A EXPECTED OUTCOME Students will know the content and audience of various magazines.	CONDITIONS Some magazines will be available in class for analysis; students will contribute others. Class time will be given. Necessary definitions will be provided.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
M.M. - Np	Students will state percentage of space given in various magazines to various kinds of materials.	Written statement of percentages will be given.

MATERIALS NEEDED: TEACHER	STUDENT
None	Magazines Paper Pen Ruler

UNIT NAME: Mass Media - Magazines A

CRITERIA FOR EVALUATION

All kinds of materials will be analyzed by percentage.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
3	Form 10 pairs. Each pair will take 2 or 3 issues of one magazine and analyze content by percentage of space devoted to news, editorials, ads, entertainment, self-help.	Circulate, help where needed.
1	Each pair will present findings. Class will discuss results.	Lead discussion.

TEACHER COMMENTS (BRIEF NOTES)

________NO. OF STUDENTS IN CLASS

________NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 12

UNIT NAME: Mass Media - Magazine B

EXPECTED OUTCOME	CONDITIONS
See M.M. - M. A	See M.M. - M. A

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda M.M. - Np M.M. - M. A	Students will describe orally the audience of various magazines by age, occupation, etc.	Students will report orally to class. Class will evaluate.

MATERIALS NEEDED:

TEACHER	STUDENT
None	Magazines Paper Pen Percentages from M.M. - M.A.

UNIT NAME: Mass Media - Magazines B

CRITERIA FOR EVALUATION

Description will be accurate.
Description will be based on data from magazines.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
2	Same pairs as in M.M.-M.B will analyze the audience of their magazine by percentages of content, ad content, subject matter, and writing style.	Circulate, help where needed.
2	Present conclusions in turn; class comments.	Help discussion as needed.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 14

UNIT NAME: Mass Media - Magazine C

EXPECTED OUTCOME	CONDITIONS
Students will be able to write a letter to the editor of quality suitable for publication.	Students will write letters in class Dictionaries will be available. Magazines will be available for reference.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
M.M. - M. A & B	Students will write a letter to the editor of a magazine of their choice, suitable for publication.	Written letter will be submitted to instructor. Class will comment. Student will evaluate own work following above.

MATERIALS NEEDED:

TEACHER	STUDENT
Opaque projector	Magazines Dictionaries Paper Pen

UNIT NAME: Mass Media - Magazines C

CRITERIA FOR EVALUATION

Spelling, punctuation, etc. will be correct.
Style will be appropriate to selected magazine.
Letter will be neat and legible.
Content will be of sufficient interest to warrant publication.
Letter will be brief enough to have chance of publication.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Choose magazine and subject of letter. Read "letters" column to determine length, content and style of letters to this magazine.	Help in selection of subject and analysis of "letters" column.
1	Write letter, submit for comment. Re-write.	Comment as needed.
2	View and comment on student letters.	Show student letters in lined form on opaque projector. Head discussion.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 16

UNIT NAME: Mass Media - Radio A	
EXPECTED OUTCOME	CONDITIONS
Students will know the content and audience of various radio stations.	Radio listening will be done outside of class. Report will be oral with notes as needed.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda M.M. - N & M	Students will prepare breakdown (by minutes) of time allotments to various types of content.	Students will report orally to class. Class will evaluate.

MATERIALS NEEDED:

TEACHER	STUDENT
None	Radio (outside of class) Paper Pen

UNIT NAME: Mass Media - Radio A

CRITERIA FOR EVALUATION

All 180 minutes will be accounted for.
Report will be clear.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
None	Each student will listen to a selected station for 3 hours, in one-hour blocks, at different times, over a one-week period. He will note the number of minutes spent in each area; news, editorials, ads, entertainment, self-help, and public service.	None
2	Report orally to class. Class will comment, take notes.	Take notes.
1	Discuss differences in time allotments.	Lead discussion.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS

______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 18

UNIT NAME: Mass Media - Radio B

EXPECTED OUTCOME	CONDITIONS
See M.M. - R.A	See M.M. - R.A.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda M.M. - Np M.M. - M M.M. - R. A	Students will prepare a breakdown of ads by product and appeal.	Reports will be oral. Class will evaluate.
	Students will describe an audience for their station in terms of age, occupation, etc.	Reports will be oral. Class will evaluate.

MATERIALS NEEDED:

TEACHER	STUDENT
None	Radio (outside of class) Paper Pen

UNIT NAME: Mass Media - Radio B

CRITERIA FOR EVALUATION

1. All ads will be covered.
2. Appeals will all be identified.

1. Audience will be completely described.
2. Audience will fit facts about station.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
None	Each student will listen to his station (from M.M.-R.A) for 3 hours, at different times, noting all ads. For each ad, he will note product and propaganda appeal.	None
2	Report to class. Class will comment, take notes.	Take notes.
1	Each student will write a description of his station's audience.	Help as needed.
1	Each student will describe for the class the audience of his station.	Take notes.

TEACHER COMMENTS (BRIEF NOTES)

________NO. OF STUDENTS IN CLASS ________NO. SUCCESSFULLY COMPLETED OBJECTIVE

UNIT NAME: Mass Media - TV A

EXPECTED OUTCOME

Students will know the audience and content of television.

CONDITIONS

TV viewing will take place outside of class. Reports will be oral. Video tapes of daytime and late-night shows will be available for studyhall or after-school viewing.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda M.M. - N M.M. - M M.M. - R	Students will prepare a breakdown (by minutes) of time allotments to various types of content.	Students will report to the class. Class will evaluate.

MATERIALS NEEDED:

TEACHER

Notes
Video-tapes of daytime and late-night TV.

STUDENT

Paper
Pen
Television (out of class)

UNIT NAME: Mass Media - T.V.

CRITERIA FOR EVALUATION

All time will be accounted for.
Report will be clear.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	listen, take notes, ask questions.	Introduce, make assignment.
½	In groups, make plans for viewing.	None.
None for viewing; 1 for writing group report	Form 3 groups of 6, 6, & 7. Each will take one station. Note number of minutes allotted to news, editorials, ads, self-help, and public service. Divide report by time: morning to 4:30; 4:30-7:00; 7:00; 7:00-10:30; 10:30 to signoff.	Help as needed.
1	Each group will report to class; class takes notes and comments.	Take notes.

TEACHER COMMENTS (BRIEF NOTES)

_______NO. OF STUDENTS IN CLASS

_______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 22

UNIT NAME: Mass Media - TVB

EXPECTED OUTCOME

See M.M. - TV A

CONDITIONS

See M.M. - TV A

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
Propaganda M.M. - N M.M. - M M.M. - R M.M. - TV A	Students will prepare a breakdown of ads by product and appeal.	Reports will be oral. Other students will evaluate.
	Students will describe an audience for their station, divided by time periods, in terms of age, occupation, etc.	Reports will be oral. Other students will evaluate.

MATERIALS NEEDED:

TEACHER

None

STUDENT

TV (outside of class)
Paper
Pen

UNIT NAME: Mass Media - T.V. B

CRITERIA FOR EVALUATION

1. All ads will be covered.
2. All appeals will be identified.

1. Audience will be completely described.
2. Audience will fit facts about programming.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
None for viewing; 1 for writing report	Each group will prepare a report on the ads for its station, using same time breakdowns as in M.M. - T.V. A. Report will note product and appeal.	Help as needed.
1	Each group will report to class.	Take notes.
1	Each group will write a report on the audience of his station, divided by time block.	Help as needed.
1	Each group will report to class. Class will take notes, comment.	Take notes.

TEACHER COMMENTS (BRIEF NOTES)

_______NO. OF STUDENTS IN CLASS _______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 24

UNIT NAME: Mass Media - Drama A

EXPECTED OUTCOME

Students will recognize stereo-types and stock characters in TV drama.

CONDITIONS

TV watching will take place outside class. Necessary definitions will be given.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
M.M. - TV	Given a character-type frequently stereo-typed, student will list the likely characteristics he will show.	Class will evaluate list.

MATERIALS NEEDED:

TEACHER

Overhead projector
Transparencies
Wax pencils
Lists of characters

STUDENT

Paper
Pen

UNIT NAME: Mass Media - Drama A

CRITERIA FOR EVALUATION

All common traits will be present.
No irrelevant or erroneous traits will be included.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
None	Watch a variety of TV dramas over a period of weeks. Find "types" and common traits in characters of similar occupations or roles in the drama.	
½	Listen, ask questions, make comments.	Define "stereo-type" and "stock" character. Explain task. Give examples.
1	Form 4 groups of 5. Each will get a list of characters. Each group will find as many typical traits as possible for the character.	Make up lists of characters, give out. Help as needed.
2½	Lists will be presented to class, on overhead. Class will discuss and comment.	Run projector. Help discusion as needed.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS

______NO. SUCCESSFULLY COMPLETED OBJECTIVE

UNIT NAME: Mass Media - Drama B EXPECTED OUTCOME See M.M. - D.A	CONDITIONS Basic dramatic situation and main characters will be given.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
M.M. - TV M.M. - D.A	Given a basic dramatic situation, students will list stock traits and characters likely to be portrayed in ordinary TV drama.	Students will evaluate presentations.

MATERIALS NEEDED: **TEACHER**	**STUDENT**
List of situations **Overhead projector** **Transparencies** **Wax pencils**	**Paper** **Pen**

UNIT NAME: Mass Media - Drama B

CRITERIA FOR EVALUATION

All major characters will be discussed.
Stock traits will be appropriate to characters.
Any additions of minor characters will be appropriate.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	Listen, ask questions, take notes.	Introduce, give assignments.
1½	Form 4 groups of 5. Each group will construct traits for two typical TV dramatic situations.	Help as needed.
2	Results will be shown to class and discussed.	Run projector, comment as needed.

TEACHER COMMENTS (BRIEF NOTES)

_______NO. OF STUDENTS IN CLASS   _______NO. SUCCESSFULLY COMPLETED OBJECTIVE

UNIT NAME: Mass Media - Drama C	
EXPECTED OUTCOME	CONDITIONS
See M.M. - D.A	TV shows will be seen in class via video-tape.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
M.M. - TV M.M. - D.A	Given a series of TV dramas (of poor quality), students will identify stock character and stereo types.	Students will list stereo types and stock characters in writing, giving reasons.
	Shown a good drama, students will point out situations and characters which would have been handled differently in an ordinary TV drama.	Students will comment orally in class.

MATERIALS NEEDED:

TEACHER	STUDENT
Video tapes	Paper Pen

UNIT NAME: Mass Media - Drama C

CRITERIA FOR EVALUATION

1. All stereotypes and stock characters will be identified.
2. Reasons will be complete and accurate.

1. Readiness of comments.
2. Appropriateness of comment.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
4	Watch videotapes. Take notes. Comment	Show tapes. Head comments.
1	Write list of stock characters.	Help (minimal) as needed.
1	Watch videotape. Take notes.	Show tapes.
1	Discuss tapes.	Lead discussion.

TEACHER COMMENTS (BRIEF NOTES)

________ NO. OF STUDENTS IN CLASS ________ NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 30

UNIT NAME: Mass Media - News A	
EXPECTED OUTCOME	**CONDITIONS**
Students will see how the area of coverage and the medium influence the variety of sources used in news reporting.	Tapes of TV and radio news will be run in class. Newspapers will be available for class study.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
M.M. - Np. M.M. - M. M.M. - R. M.M. - TV	Given a series of news broadcasts and newspapers, students will state orally what differences in coverage are apparent from medium to medium, and how these differences change when considering international, national, state, and local news.	Students will report orally in the class. Class will evaluate. Facilities for reproducing news items for the class will be provided.

MATERIALS NEEDED:

TEACHER	STUDENT
Tapes of radio news Tape recorder Video tapes of TV news Video tape machine Opaque projector	Paper & pen Newspaper (in classroom)

UNIT NAME: Mass Media - News A

CRITERIA FOR EVALUATION

Coverage of all requested material.
Presentation of all facts accurately.
Clarity of report.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	Listen, ask questions	Introduce, give assignment.
½	Listen to tapes of radio news.	Run tape.
1½	Watch tapes of TV news.	Run tape.
½	Study front section of newspaper, in groups.	Help as needed.
1	4 groups of 5 will compare the variety of coverage in international, national, state and local news, and from medium to medium.	Help as needed.
1	Present findings to class.	Help as needed.

TEACHER COMMENTS (BRIEF NOTES)

_______NO. OF STUDENTS IN CLASS

_______NO. SUCCESSFULLY COMPLETED OBJECTIVE

UNIT NAME: Mass Media - News B	
EXPECTED OUTCOME	CONDITIONS
Students will know the strengths and weaknesses of different media on different kinds of news.	News media will be available in class for examination.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
M.M. - R. M.M. - TV M.M. - Np. M.M. - M. M.M. - News A	Given a news story of national or international scope, students will report the type of coverage given by newspapers (daily), radio (2 kinds of stations), television, and news magazines (Time - Newsweek).	Report will be oral Class will evaluate
	Given a news story of local scope, students will report the type of coverage given by daily newspapers, local newspapers, television, and radio (2 kinds of stations).	Report will be oral Class will evaluate

MATERIALS NEEDED:

TEACHER	STUDENT
None	Radio (outside of class) Television (outside of class) Newspapers (in class) Magazines (from library)

3

UNIT NAME: Mass Media - News B

CRITERIA FOR EVALUATION

Descriptions of coverage will be complete (see terms in student activity). Report will be clear.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Form 4 groups of 5. Each group will study the coverage of a given national or international news story in one of the four media.	Help to set up plans.
1	Each group will report to class, describing the coverage given in the following terms: Length, variety, depth, pictures and prominence. Class will discuss.	None
1	Form 4 groups of 5. Each group will study the coverage of a given local news story in one of four media.	Help set up plans.
1	Each group will report to class, describing the coverage given in same terms as above.	None

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS _______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 11 - 34

UNIT NAME: Mass Media - News C EXPECTED OUTCOME Students will know the strengths and weaknesses of each medium for each kind of news.	CONDITIONS Written test will be given in class. Notes will be used.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
M.M. - Np. M.M. - M. M.M. - R. M.M. - TV M.M. - News A & B	On a written test, students will describe the type of coverage given various kinds of news stories on various media, and state which media they would consult for desired type of coverage.	Written test (objective)

MATERIALS NEEDED:

TEACHER	STUDENT
Test	Pen

UNIT NAME: Mass Media - News C

CRITERIA FOR EVALUATION

Descriptions of types of coverage will be complete and accurate.
Choices of media will fit evidence introduced in M.M. - News A & B.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Write test.	Administer test.

TEACHER COMMENTS (BRIEF NOTES)

______NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

JOB RETENTION

Getting a job is naturally worthless if the job is promptly lost. Very few firings take place because the worker simply doesn't do his job; there is usually another reason not directly related to the worker's ability to do his work.

Expected Outcome: Students will know what the major causes of dismissal are and why employers consider them important, and what the position of unions is on this matter.

Behavioral Objectives: Based on reports from industry and unions on reasons for dismissal, students will make and evaluate personnel decisions on possible dismissal cases.

Unit 12 - 2

UNIT NAME: Job Retention 1 EXPECTED OUTCOME	CONDITIONS
Students will know what the major causes of firings are, why the company considers them important, and what role unions play in this area.	Guest speakers will speak, then allow questions. Discussion will follow, next day, with tape of speech available.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
S.T. I.M J.I R.O.I F.C Safety	Students will demonstrate in discussion a knowledge of the major causes of dismissal and the reason the company finds them important.	Class discussion
	Students will demonstrate in discussion - knowledge of the obligations and limitations of unions in dismissal actions.	Class discussion.

MATERIAL NEEDED: TEACHER	STUDENT
Guest speakers Projector (as needed by speaker) Tape recorder, etc.	Paper Pen

UNIT NAME: Job Retention

CRITERIA FOR EVALUATION

1. Readiness at response.
2. Completeness and accuracy of knowledge.
3. Validity of any conclusions drawn.

HOURS	STUDENT ACTIVITY	EVALUATION
1	1. Listen, take notes, ask questions.	1. Introduce Speaker: Dick Evans (or equivalent)---- Tells major causes of firings why these are important, and suggests ways to avoid problems. Answers questions.
1	Discuss and comment.	Lead discussion. Play back tape as requested.
1	2. Listen, take notes, ask questions.	2. Introduce Speaker; Union Representative. Tells role of union in dismissal actions, including obligations, privileges, and limitations. Answer questions.
1	Discuss and comment.	Lead discussion. Play back tape as requested.

TEACHER COMMENTS (BRIEF NOTES)

________NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 12 - 4

UNIT NAME: Job Retention 2	
EXPECTED OUTCOME Students will know what situations require dismissal and which require lesser action.	CONDITIONS Role-playing situations will have all necessary facts given in advance. Students will have a few minutes to prepare their role.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
See Job Retention # 1	In role-playing situations student will make or evaluate personnel decisions which reflect a realistic assessment of the situation presented	Role-playing and class comment. Class will evaluate role-players.

MATERIALS NEEDED:

TEACHER	STUDENT
Role-playing situations Tape recorder	None

UNIT NAME: Job Retention 2

CRITERIA FOR EVALUATION

Role players:
1. Will take a position consistent with their role.
2. Will make realistic decisions.

Class:
1. Will comment readily.
2. Comments will be relevant.
3. Comments will reflect thought about the situation portrayed.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
3	Several role-playing situations will be presented by students to the class. Class will observe and comment afterward.	Give information on situations. Choose role-players from volunteers. Run tape recorder. Observe role-playing. Help in discussion as needed, playing back tape as requested.

TEACHER COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS _______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Employee--Company Relations

Companies today expect more from their workers than a simple eight-hour work day, and in return they give much more than a simple eight-hour wage. A good knowledge of this relationship can go a long way to eliminating the fast turnover of personnel which so baffles and irritates employers.

Outcome and Objectives: see following

Unit 13 - 2

UNIT NAME: Employee - Company Relations

EXPECTED OUTCOME
Students will know what the company expects of and gives to its employees, over and above the eight-hour work day, and will see differences between companies.

CONDITIONS
Class speakers will be followed in class discussion.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
I. - M. J. - I. 5 Ft. Prop. J.R.	Following guest speakers, students will give evidence in class discussion of a fair attitude toward employee obligations to the company.	Class discussion.

MATERIALS NEEDED:

TEACHER

Guest speakers
Projector (as requested by speaker)
Tape recorder

STUDENT

Paper
Pen

UNIT NAME: Employee - Company Relations

CRITERIA FOR EVALUATION

Student will show recognition of some obligations to company.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	1. Listen, take notes, ask questions	Introduce guest speaker. (Guest speaker from Boeing or Heath): discuss programs company offer for employee benefit, and what company wants from its employees.
1	2. Discuss and comment	Lead discussion, play back tape as requested.
1	3. as in above 1.	Introduce guest speaker. (Guest speaker from William Wallace or Aero-Structures: Same as 1 above.
1	4. as in above 2.	Same as 2 above, emphasizing differences.
1	5. as in above 1	As in 1. Speaker is Union representative.
1	6. as in above 2	As in 2 above.

TEACHER COMMENTS (BRIEF NOTES)

________NO. OF STUDENTS IN CLASS ________NO. SUCCESSFULLY COMPLETED OBJECTIVE

Union Practice

Unions today play almost as large a part as management in making personnel policies and other inner workings of the company.

Expected Outcome: Students will know the extent and limitations of the powers of a union and how these powers differ from industry to industry; they will know how a dispute with one company affects other companies in the same industry; and they will understand how a grievance procedure works.

Behavioral Objectives: Given a situation, the student will state what the union can do; following research, the student will report to the class the powers of the union in one industry, and on the relations between unions and companies in one industry when one company is struck; following an artificially set up grievance, the students will practice a grievance procedure.

Unit 14 - 2

UNIT NAME: Union Practice 1 EXPECTED OUTCOME	CONDITIONS
Students will become familiar with powers and limitations of Unions.	Following guest speakers, students will perform and observe role-playing.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
J.R. E.C.R.	Given a situation involving potential union activity, students will state what the role of the union should be.	Role-playing and class comment.

MATERIALS NEEDED:

TEACHER	STUDENT
Guest speaker Tape recorder Projector (as needed by speaker)	Paper Pen

UNIT NAME: Union Practice 1

CRITERIA FOR EVALUATION

1. Union powers will be exerted fully.
2. Union limitations will be observed.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
1	Listen, take notes, ask questions.	Guest Speaker: Union representative will outline scope of union activity at Boeing. (Heath?)
1	Discuss and comment.	Lead discussion. Play back tape as requested.
3	Form 5 groups of 4. Each group constructs a situation involving union activity for another group to perform, Class comments following presentation.	Help in problem formation. Help in discussion as needed.

TEACHER COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS ____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 14 - 4

UNIT NAME: Union Practice 2

EXPECTED OUTCOME	CONDITIONS
Students will know differences between union operations in different industries.	Research will be done outside class. Planning time in class will be provided for research and for presentation.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
J.R. E.C.R. U.P.-1	Student will present an oral report explaining the scope and nature of union activity, in one field.	Oral report.

MATERIALS NEEDED:

TEACHER	STUDENT
None	Notes for report.

UNIT NAME: Union Practice 2

CRITERIA FOR EVALUATION

1. All necessary information will be presented accurately.
2. Report will be clear.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
½	Listen, take notes, ask questions.	Introduce, make assignment.
½	Choose field or union to investigate. Make plans for research. Students may work together if they so desire.	Help in planning.
1	After information is collected, prepare report.	Help in preparation.
3	Report to class. Class questions, comments.	None

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENTS IN CLASS _____NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 14 - 6

UNIT NAME: Union Practice 3 EXPECTED OUTCOME Students will know how a dispute in one plant affects union operations with another company in the same union.	CONDITIONS Research will be done outside class. Planning time in class will be provided for research and for presentation.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
J.R.	Students will present oral reports explaining the effects of disputes in one plant on union activity in other companies of the same industry.	Oral report

MATERIALS NEEDED: TEACHER None	STUDENT Paper Pen

UNIT NAME: Union Practice 3

CRITERIA FOR EVALUATION

1. All information will be correctly reported.
2. Procedures and differences will be clear.

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
$\frac{1}{2}$	Listen, take notes, ask questions	Introduce, make assignment.
$\frac{1}{2}$	Form 5 groups of 4. (Each group will investigate one union or industry.) Plan research.	Help plan.
1	Plan to report to class.	Help plan.
2	Groups will report. Class will comment.	None.

TEACHER COMMENTS (BRIEF NOTES)

____NO. OF STUDENTS IN CLASS ______NO. SUCCESSFULLY COMPLETED OBJECTIVE

Unit 14 - 8

UNIT NAME: Union Practice 4

EXPECTED OUTCOME	CONDITIONS
Students will gain insight into processes of grievance procedure.	Grievance will be created in Vocational class, meetings, etc. - will begin in Industrial Comm. class, but carry over outside as indicated.

PRE-REQUISITES	BEHAVIORAL OBJECTIVES	EVALUATION
J.R. E.C.R. U.P. 1-3	Students will conduct a grievance complaint against an instructor.	None

MATERIALS NEEDED:

TEACHER	STUDENT
None	None

UNIT NAME: Union Practice 4

CRITERIA FOR EVALUATION

None

HOURS	STUDENT ACTIVITY	INSTRUCTOR ACTIVITY
3	Students will plan grievance procedures in class.	Help as needed. Keep things under control. Act as liaison with administration.

TEACHER COMMENTS (BRIEF NOTES)

_____NO. OF STUDENT IN CLASS

_____NO. SUCCESSFULLY COMPLETED OBJECTIVE